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THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

LOCAL CHAPTER PROBLEMS
LAWS AGAINST THE TEACHING OF EVOLUTION

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NOTES AND ANNOUNCEMENTS

ANNUAL MEETING.—The provisional program of the annual meeting at Cincinnati, December 30 and 31, has been published in the November *Bulletin*. At the Saturday forenoon session the Round-Table Discussion of the Organization, Policies and Plans of the Association, introduced by President Semple, will deal with such questions as the following:

To what extent have we attained the objects of the Association as defined in the Constitution?

How can our organization be made more efficient (*a*) as a whole or (*b*) as to Local Chapters?

Can we accomplish better results by cooperation and with what agencies?

Can our methods of publication and publicity be improved?

Shall we plan for a permanent office with a full-time staff and perhaps some form of placement service?

ASSOCIATION OF LAND GRANT COLLEGES AND UNIVERSITIES.—The annual meeting was held at Chicago, November 15 to 17, the program including a survey of land-grant institutions by the Bureau of Education; a discussion of personnel methods by Mr. D. A. Robertson, Assistant Director of the American Council on Education; an account of the survey of engineering education by Dr. W. E. Wickenden; and reports of various committees.

BRITISH ASSOCIATION OF UNIVERSITY TEACHERS.—The October *Bulletin* contains a summary of the "aims, methods and achievements" of the American Association of University Professors. The writer says: "The strength of the American Association makes possible an admirable system of publication. The *Bulletin*, except during the summer vacation, is published monthly. Its comprehensive scope bears witness to the extraordinary amount of discussion on university topics in America... Current debates of American university teachers show anxiety in the face of a menace from which their British colleagues are happily free. The American Fundamentalist may be, as Mr. C. G. Crump in *The Legacy of the Middle Ages* asserts he is, the spiritual descendant of St. Bernard. He is, at any rate, powerfully opposed to scientific and philosophical

freedom... The Association is meeting this darkened policy with energy."

A "Report on the Representation of Teaching Staffs upon University Bodies" contains, in the course of its plea for the participation of lecturers as well as professors in university government, some interesting reasons for thinking such participation desirable: "It is in the general interests of the universities that non-professorial members of staff should be encouraged to take their share of responsibility for the work, both academic and otherwise, of the principal governing bodies. It is not merely a matter of protecting the interests of members of the non-professorial staff. It implies that a university is an organism whose parts are to work together for the common good. It has nothing in common with the idea or practice that one part of a university is an employer or that another is an employee."

An editorial note on the same subject says: "It has been said that increased representation on the governing bodies of our universities would lead to a further augmentation of the number of committees, a commodity with which the distracted life of the university administrator is already amply supplied. Even if this should be the case, which is doubtful, such increased representation is none the less desirable. In the business world it may be true that two men at a table can do more work than a dozen committees in the same time, but mere mechanical efficiency and celerity of administration do not prove that a university is flourishing. Indeed, a great deal of harm may be done the cause of true learning by thinking of academic problems in terms of the market-place. A university is not a factory which can be 'operated' along the lines immortalized by Mr. Henry Ford, nor can good teaching and sound research be carried on in an atmosphere of Taylorian discipline and mass production. Provided an extension of representation resulted in an increase of confidence and mutual trust throughout the institution, it would be well worth the cost. This Report rightly stresses the essential unity of the teaching staff and the fact that a university is itself an organism. Provided a spirit of co-operation and a sense of responsibility permeate the whole body, its parts will work harmoniously together for the common good, and this can best be secured by giving to the teaching staff its legitimate share in the formation and conduct of university policy."

NATIONAL RESEARCH COUNCIL. *Bulletins.*—The National Research Council, Washington, D. C., has just published two Bulletins of especial interest to scientists: "Handbook of Scientific and Technical Societies and Institutions of the United States and Canada" (*Bulletin* 58) and "Industrial Research Laboratories of the United States, including Consulting Research Laboratories, Third Edition" (*Bulletin* 60). The purpose of *Bulletin* 58 is to present a ready guide to those scientific and technical societies, associations, and institutions which contribute to scientific knowledge or further research through their activities, publications, or funds. Seven hundred and nine American organizations are listed with the address of each secretary, the date of organization, the major object of the institution, the character of membership and amount of dues, time of meetings, and information concerning publications. *Bulletin* 60 lists 999 research laboratories giving for each the name and address of the supporting industrial or commercial concern, the make-up of the research staff, and a list of special subjects to which the research activities of the laboratory are devoted.

Fellowship Boards.—The report of the permanent secretary of the National Research Council, presented to the executive board October 11, includes the following statement in regard to fellowship boards: "The new Board held its fall meeting in Washington on September 24, and made eight new appointments and one reappointment. Altogether there are now twenty-one active fellows under this Board, of whom one is working abroad. Eight more fellows are under appointment who have not yet commenced their fellowship work, of whom three will study abroad. There are now ninety-five names of past fellows on the rolls of this Board. As previously reported, the appropriation of the Rockefeller Foundation for this series of fellowships has been continued for a second five-year period beginning January 1, 1928, at the rate of $50,000 per year. The National Research Fellowship Board for the Biological Sciences now has forty active fellows, of whom eight are working abroad. Three appointees have not yet begun their fellowship work. This Board is approaching the termination of the fifth year of its operations and no commitments have been made in its appointments beyond June 30, 1928. It is hoped that negotiations which are now in progress will result in the renewal of resources with which to continue this series of fellowships for another period of five years."

LAURA SPELMAN ROCKEFELLER MEMORIAL.—The report for 1926 includes a brief account of appropriations amounting to nearly seven million dollars. "Research institutions in the United States include Columbia University $63,000; Harvard $140,000; Northwestern, for the Institute for Research in Land Economics and Public Utilities $95,000; Institute of Pacific Relations $10,000; Syracuse $33,717.33; Virginia $137,500 over a five-year period; Vanderbilt $125,000 over a five-year period. Appropriations were also made to the American Psychological Association, for the *Psychological Abstract Journal*, $76,500 over an eleven-year period; the Association for the Study of Negro Life and History $37,800 over a three-year period; the National Bureau of Economic Research, $35,000." Several appropriations were made to institutions outside the United States... During 1926, $218,000 was made available for traveling fellowships in social science. The appropriations for miscellaneous research purposes in social science were substantially reduced and attention was given primarily to aid for institutional centers for social research. Appropriations amounting to $988,000 were made to organizations in the activities of which the social sciences are applied to social problems, and in which training is given to individuals who have to utilize the social sciences in dealing with social problems.

OXFORD SUMMER SESSION.—The second summer vacation course organized by the Women's Societies at Oxford for American women teachers and graduates will be given in Oxford, July 6–27, 1928. The subject "England in the Nineteenth Century: 1815–1900" will be treated in its various aspects—literary, historical, political, economic, and scientific. There will be lectures by such eminent men and women as Professor Lascelles Abercrombie, Dr. G. M. Trevelyan, Miss L. Grier, Principal of Lady Margaret Hall, Oxford, Professor E. de Selincourt, Mr. Laurence Housman, Mr. G. D. H. Cole, Mr. Harold Laski, and Miss Sara Burstall, Head Mistress, Manchester High School, 1898–1924. Under the leadership of tutors, there will be discussion groups. As before there will be entertainments and excursions to Stratford, Sulgrave Manor, and other places. The fee of $125 will include full board and residence in the Women's Colleges, lectures and classes, and one or two excursions. As the number of students who can be received is limited an early application is desirable.

NATIONAL EDUCATION ASSOCIATION.—At the Seattle Convention of the N. E. A. the following resolution was passed by the Board of Directors and by the Representative Assembly:

"The secretary is instructed to cooperate with the officers of state and local associations in acquainting the public and the college authorities with the importance of retaining an efficient faculty in the college and with the necessity of paying better salaries to instructors, assistant professors, and to professors to accomplish that end.

"He is further authorized to use the research division in collecting information on the question of salaries in colleges as such information is needed by state and local associations in promoting better pay for members of college faculties."

DUTY ON AMERICAN BOOKS.—Under a provision of the tariff act books of American authorship published abroad must pay a twenty-five per cent instead of the usual fifteen per cent duty. This provision, which is an important consideration to those contemplating foreign publication, is not very generally known but has recently been called to public attention by the somewhat fantastic decision of the Bureau of Customs that "The Statesman's Yearbook," which the Macmillan Company was importing, was a book of American authorship. That decision has been reversed but the tariff remains.

LOCAL CHAPTERS

COMMITTEE E

The following letter has recently been addressed by the Chairman to officers of local chapters and to selected members in institutions having no local chapters. A preliminary report of the Committee is expected at the approaching annual meeting. The members of the Committee are:

Edward S. Allen, Iowa State College, *Chairman;* Joseph Allen, College of the City of New York; Mary M. Galt, American University; James H. Gilbert, University of Oregon; E. T. Miller, University of Texas; Charles H. Richardson, Syracuse University; A. Helen Tappan, Western College for Women.

"A few months ago, President Semple of the American Association of University Professors appointed the Committee on Local Chapters which was authorized at the Philadelphia meeting. The two objectives for the work of this committee are the intelligent encouragement of such chapter activity as will make each one's membership of benefit to himself and to the Association and profession; and the increase of membership, it is hoped, at least to 12,000.

"For the achievement of these results, it is important that we be aided by the suggestions of members everywhere. We are, therefore, mailing you, a member in an institution possessing no organized chapter, a questionnaire on chapter activity. Will you be so kind as to consider each question carefully, in consultation with such other members as have experience or active interest, and mail the answer to me in the enclosed envelope not later than Jan. 15, 1928. In case you believe that another member in your school would be better able than you to give the help for which we hope, we will ask you to transmit our request to him, at the same time informing me from whom we shall expect a response.

"As there are now in your institution the requisite number of members for the organization of a chapter, we hope that you will succeed in bringing it about this year. It is very largely through the local chapters that the best work of the Association can be done. If our committee can be of service to you, even before a report can be published, in organizing a live and growing chapter, I shall be glad to hear from you."

Yours very truly,

EDWARD S. ALLEN

With regard to each of the following matters, will you kindly indicate the past experience—satisfactory or disappointing—at your institution; and your recommendations for the future.

1. Activity of the chapter in increasing membership in the Association. Is it wise to encourage all eligible persons to join?

2. Chapters as centers for informal discussion of institutional policies.

3. Chapters as supporters of principles of academic freedom and professional ethics. In the absence of a general code on either matter, could chapters wisely formulate them for their own guidance?

4. What should a chapter do for the encouragement of intellectual progress of students?

5. Chapters as instruments of cooperation between schools of one neighborhood, or between those under one Board of Trustees.

6. Donation of the *Bulletin* to administrative officers and trustees; other measures for improving relations with them.

7. Regularity, frequency, and type of meetings. Are outside speakers or discussions among members more popular, more useful?

8. Should By-law 6 be amended to allow certain types of communication with local authorities? If so, what do you recommend? (This By-law reads: "Chapters may not communicate directly with local authorities. Matters of importance should be referred with recommendation to the Council of the Association. In matters of purely local interest, professors should act as members of the faculty rather than as members of the Association.")

9. Assurance of cooperation of chapters with the Association—prompt and well considered replies to questions from the Secretary and from Committees.

10. Form and amount of financial support of chapter work by the national body, including expense of delegates. (For the current year there is a per capita rebate of 25 cents and the allowance of transportation expenses of one delegate per chapter for distances in excess of 200 miles up to a maximum of $50, the per capita rebate if not already expended to be counted as part of this defrayal.)

11. Chapters as sources of information and recommendation in regard to the economic condition of profession (*e. g.*, pensions, retiring allowance, salary scale).

12. Can you suggest other ways for improving the chapters in their service to the members and to the Association? Any suggestion, if possible based on experience, would be greatly valued.

Comments from members of the Association are invited and should be mailed to Professor E. S. Allen, Ames, Iowa, not later than January 15, 1928.

ACADEMIC FREEDOM AND TENURE

COMMITTEE A

STATEMENT OF THE CONTROVERSY OCCASIONED BY THE CHANGE OF ADMINISTRATION AT DES MOINES UNIVERSITY.—The Chairman of Committee A, with the approval of the members of that committee, makes the following statement for the information of members of the Association:

Prior to 1926, Des Moines was a Baptist institution, but members of the faculty were engaged without express restrictions or instructions as to the subject matter permitted in their courses. During the academic year 1926–1927 the university fell into serious financial difficulty Faculty salaries were not paid promptly. Ultimately the administration notified the members of the faculty that their services would be discontinued as of June 1, 1927.

On or about June 8, 1927, the Baptist Bible Union of North America took over the administration of the university. New trustees were chosen. A reorganization was commenced with the object of conducting the university on a strictly fundamentalist basis. Neither the outgoing nor the incoming administration consulted the faculty about these changes.

The new administration called upon the faculty members to accept certain tenets of religious faith if they were to continue their connection with the institution. The nature of these tenets is illustrated by the material quoted below from the handbook of information issued by the Baptist Bible Union of North America. The faculty had 46 members. No one of them had a contract which explicitly gave permanent or indefinite tenure. One, Dr. Norman M. Grier, had a contract continuing to September 1, 1928. Others had been at the university for a considerable number of years. After the change of administration and policy at least 27 members of the faculty severed their connection with the institution. About 15 did so voluntarily, having made arrangements to go elsewhere. The remainder were in substance discharged by the new administration. Three faculty members including Dr. Grier were told that their active services must come to an end forthwith. According to the statement made by President T. T. Shields, who heads the incoming administration, arrangements were made to pay the members of the old faculty either to June 1, 1927, or September 1, 1927, including salary in arrears. Some of the faculty members seem to

have had nine-month appointments which expired on the earlier of these two dates. Dr. Grier was promised compensation only until September 1, 1927. Consequently that portion of his contract extending to September 1, 1928, appears to have been repudiated. Dr. Grier and a number of the other faculty members who have been discharged were doing excellent work at the university.

On this state of facts a number of important questions arise. The new administration contends that the preceding administration had terminated all obligations of the University to its faculty and that consequently the incoming trustees have dealt with the faculty generously. It seems open to serious legal question whether an educational institution possessed of assets in the shape of grounds and buildings can terminate its financial responsibility to faculty members by mere repudiation of its contracts, even though the institution is suffering from severe financial stringency. Certainly this would not be permitted in the case of an ordinary business corporation going through reorganization.

Under such circumstances as those described above it would certainly seem that the original administration is under something of a moral obligation to consult its faculty before placing the institution in new hands. It may well be argued that the prospective new administration owes a somewhat similar moral duty to the existing faculty. This is particularly true where the educational scheme is to be radically changed.

In the particular instance the change of educational scheme has been such that the removal of many old faculty members could hardly be avoided. But no such wholesale removal should be entered upon without very serious consideration. Even an unjustified discharge or a discharge based upon grounds not related to a teacher's professional ability, raises difficulty when a new position is sought. Some members of the old faculty of Des Moines University have experienced this difficulty.

Obviously the restrictions which the new administration will from now on impose upon the content and method of teaching ought to be made perfectly clear at the time when each fresh contract is entered into. Apparently Acting President Shields and his board of trustees are prepared to see that this is done.

In the specific case of Dr. Grier there appears to have been a violation of legal obligations. This is a question for courts and lawyers rather than for the Committee on Academic Freedom and Tenure.

Extracts from the Baptist Bible Union handbook, "Confession of Faith:"

Article I. We believe that the Holy Bible was (*a*) written by men supernaturally inspired; (*b*) that it has truth without any admixture of error for its matter; and (*c*) therefore is, and shall remain to the end of the age, the only complete and final revelation of the will of God to man; the true center of Christian union and the supreme standard by which all human conduct, creeds, and opinions should be tried.

Article IV. We believe that Satan was once (*a*) holy, and enjoyed heavenly honors; but through pride and ambition to be as Almighty, fell and (*b*) drew after him a host of angels; that he is now (*c*) the malignant prince of the power of the air, and the unholy god of this world. (*d*) We hold him to be man's great tempter, (*e*) the enemy of God and His Christ, (*f*) the accuser of the saints, (*g*) the author of all false religions, the chief power back of the present apostasy, (*h*) the Lord of the anti-Christ, and (*i*) the author of all the powers of darkness—destined however (*j*) to final defeat at the hands of God's Son, and (*k*) to the judgment of an eternal justice in hell, a place prepared for him and his angels.

V. *Creation.* We believe in the Genesis account of creation, and (*a*) that it is to be accepted literally, and not allegorically or figuratively; (*b*) that man was created directly in God's own image and after his own likeness; (*c*) that Man's creation was not a matter of evolution or evolutionary change of species, or development through interminable periods of time from lower to higher forms; (*d*) that all animal and vegetable life was made directly, and God's established law was they should bring forth only "after their kind."

VI. *Fall of Man.* We believe (*a*) that man was created in innocence under the law of his Maker, but (*b*) by voluntary transgression fell from his sinless and happy state, (*c*) in consequence of which, all mankind are now sinners, not by constraint, but of choice; and (*d*) therefore under just condemnation without defense or excuse.

VII. *Of the Virgin Birth.* We believe (*a*) that Jesus Christ was begotten of the Holy Ghost in a miraculous manner; (*b*) born of Mary, a virgin, as no other man was ever born or can ever be born of woman, and (*c*) that He is both the Son of God, and God, the Son.

XVI. *Of the Righteous and the Wicked.* We believe that (*a*) there is a radical and essential difference between the righteous and the wicked; (*b*) that such only as through faith are justified in the name of the Lord Jesus, and sanctified by the Spirit of our God, are truly righteous in His esteem; (*c*) while all such as continue in impenitence and unbelief are in His sight wicked, and under the curse; (*d*) and this distinction holds among men both in and after

death, in the everlasting felicity of the saved and the everlasting conscious suffering of the lost.

STATEMENT OF THE CONTROVERSY BETWEEN PROFESSOR HERMANN F. VIEWEG AND THE ADMINISTRATION OF MUHLENBERG COLLEGE.—The Chairman of Committee A, with the approval of the members of the Committee, makes the following statement for the information of members of the Association:

In the spring of 1925, Dr. Hermann F. Vieweg was given an appointment as a full professor at Muhlenberg College, Allentown, Pennsylvania. On January 26, 1927, President J. A. W. Haas sent Dr. Vieweg a brief letter informing him of his dismissal but assigning no reasons therefor. On January 28, 1927, Dr. Vieweg replied in writing to this letter saying:

"Regardless of any legal aspects of the situation, any man in my position is entitled to a statement of charges against him, and an opportunity to state his side of the matter."

The President has never replied to this communication from Dr. Vieweg.

In correspondence with the officials of the Association, President Haas says that Dr. Vieweg in several respects proved unsatisfactory and that "new members of the faculty are always elected even if they be professors with the understanding that there must be a period of probation." No such understanding was brought home in any form to Dr. Vieweg at the time of his appointment. President Haas had assured Dr. Vieweg, as recently as June, 1926, that his work had been good.

The action of the administrative authorities at Muhlenberg College in thus discharging a full professor without any notification of charges or hearing is a violation of the Association's principles as to security of tenure. An appointment to a professorship or associate professorship should signify permanence, subject only to the preferring and establishment of charges justifying removal, unless the appointee is plainly told at the beginning of his term that he is being taken on trial.

STATEMENT REGARDING THE DISMISSAL OF DR. E. ALBERT COOK FROM THE FACULTY OF THE OKLAHOMA COLLEGE FOR WOMEN.—In 1922 Dr. E. Albert Cook was offered and accepted a position as professor of Sociology and Political Economy at the Oklahoma

College for Women. In response to a specific inquiry President Austin wrote Professor Cook on June 13, 1922: "Your present appointment is regarded absolutely permanent. This is a matter that is entirely in your hands."

On January 9, 1926, President Austin summoned Professor Cook to his office and handed him a letter stating: "You will not be retained as a member of the Faculty of the Oklahoma College for Women after the completion of your present contract. This action is based on the fact of your disloyalty, and the conviction that we are able to secure a teacher more suitable for the place." Subsequently President Austin withdrew the charge of disloyalty. However, the dismissal remained in effect although the only specific charge sustaining it was rescinded. Professor Cook was never given any hearing upon any charge against him otherwise than as above indicated.

This statement is published in justice to Professor Cook and as an indication of the attitude taken by the college in his case. It should be added that the Oklahoma College for Women is now headed by President Mell Nash. Before publication a copy of this statement was mailed to President Nash. He referred the matter to Dean Howard Taylor who suggested certain changes which have been made.

A. M. KIDD, *Chairman*

PROPOSED LAWS AGAINST THE TEACHING OF EVOLUTION

REPORT OF COMMITTEE M

The legislative year just passed has been remarkable for an unusually large number of proposed laws to restrict the freedom of teachers of science. In all these proposed laws the doctrine of evolution has been the special object of attack. The movement to secure legislative prohibition of the teaching of evolution began in Oklahoma in 1923, when a clause was introduced into the free text-book law which forbade the use of any book in the public schools teaching "the Darwin theory of creation versus the Bible theory of creation." This law was repealed in 1925. In 1923 the legislature of Florida passed a resolution declaring it to be "improper and subversive to the best interests of the people of this state for any professor, teacher, or instructor in the public schools and colleges supported in whole or in part by public taxation, to teach, as true, Darwinism or any other hypothesis that links man in blood relationship to any other form of life." As this act was merely a resolution it could be safely disregarded and it had little effect on the actual conduct of teaching. In Texas the State Text-Book Commission adopted text-books in which discussions of evolutionary theory had been deleted by the publishers. There was no attempt to interfere with instruction in colleges and universities and the activities of the Board probably had little influence upon instruction in the secondary schools.

The most vigorous action against the teaching of evolution was taken by Tennessee in 1925, by the passage of the law which led to the notorious Scopes trial. This law made it unlawful to teach in state supported schools "any theory that denies the story of the divine creation of man as taught in the Bible, and to teach instead that man was descended from a lower form of animals." A fine of from $100 to $500 was imposed as a penalty for the violation of this act. The spectacular trial and conviction of Scopes under this law attracted world-wide attention and comment and the episode is now familiar to all readers.

Notwithstanding the unenviable publicity incurred by the Scopes trial, the example of Tennessee was followed in 1926 by Mississippi in which a very similar law was passed and signed by the Governor. A teacher who violates this law may be fined not more than $500 and "shall vacate the position thus held in any educational institution

of the character above mentioned or any commission of which he may then be a member."

That a person may be fined and even sent to jail for teaching a doctrine which is accepted by practically all qualified biologists comes as a rude shock to those who look upon this country of ours as one which cherishes freedom of thought and speech. It is safe to assume that the great majority of the legislators who voted for such statutes were quite innocent of even a rudimentary knowledge of modern biology. They probably did not know that evolution is all but universally accepted by men of science the world over and that in the world of scholars it has long since passed its period of trial. It was indeed a surprise to many that there could be legislators who could vote for such laws and governors who could sign them. But the worst feature of the situation is not so much the intellectual backwardness revealed by the passage of these statutes as the spirit of religious intolerance and disregard of intellectual liberty which prompted their enactment.

It must be said to the credit of many opponents of the doctrine of evolution that they refused to countenance the attempt to suppress the views of their adversaries by an appeal to the law. They hold on principle that people should not be persecuted for advocating or defending certain doctrines; that teachers should be free to express their views on controverted questions; and that it is much more important to keep the public schools free from sectarian domination than it is to have them inculcate the particular views in which one happens to believe. As the Reverend C. W. Wilmer, Dean of the Theological School of the University of the South, has remarked, "It is for scientists and not civil legislatures to say what is science, just as it is for mathematicians and not politicians to say what is mathematic truth. The church must render unto Caesar the things that are Caesar's and also unto science those things that belong to science; and must under no circumstances undertake to force the state to do its bidding in order to put over its religious views or to interfere with the states, giving to our boys and girls scientific teaching confined within the limits of the scientific realm." It was largely due to the influence of liberal-minded and tolerant adherents of orthodox denominations that we were saved from further encroachments upon freedom of teaching during the past year.

Determined attempts to suppress the teaching of evolution were made during the present year in several states both north and south.

In Arkansas an anti-evolution bill strongly supported by the Baptists was carried in the House by a vote of 50 to 47. When it came to the Senate, however, the bill was voted down by a large majority, 25 to 6. A similar bill was defeated in Oklahoma by a vote of 46 to 30. A vigorous fight was anticipated in Missouri, but the anti-evolution bill was defeated by a vote of 82 to 62. An anti-evolution resolution was voted down in the West Virginia legislature, 57 to 36, and further attempts at adverse legislation apparently were not made. Efforts to secure an anti-evolution law in Delaware met with little encouragement. In Georgia the anti-evolution movement was taken up by the "Supreme Kingdom" one of whose avowed objects was to stamp out the theory of evolution. The cause of the anti-evolutionists probably gained little through the support of this organization. An anti-evolution bill was introduced, but according to one of my correspondents "was laughed to death in the House Committee as a fortunate outcome of the spectacle which Tennessee had made of itself." A similar bill introduced in Alabama was killed in Committee.

The anti-evolutionists were decisively defeated in North Carolina, but there is an influential opposition to evolution in that state. The State Board of Education in 1924 rejected several text-books on biology on the ground that they taught the pernicious doctrine of descent. In South Carolina an anti-evolution measure was defeated also.

During its last session the legislature of Florida considered a law restricting the teaching of evolution, but it was so amended in the House as to lose all its force, and even in its amended form failed to pass the Senate, although passed by the House 64–24. The bill was scored by most of the newspapers, and evoked the protest of President Holt and the faculty of Rollins College, but it was supported by a large and active lobby. A resolution providing for a censorship of text-books was passed and signed by the Governor, but this contained no reference to the doctrine of evolution.

The most spectacular demonstration over anti-evolution legislation was made in Minnesota. Two copies of the Minnesota Daily, a paper published by the students of the University of Minnesota, were largely devoted to an attack upon an anti-evolution bill introduced into the legislature through the influence of the Reverend Mr. Riley. These issues of the paper contained letters of protest against the bill by all of the deans of the university and several members of

the faculty; an open letter to the legislature by the organized student body; a copy of the protests against the bill adopted by the faculty; statements opposing the bill issued by several prominent ministers; and a ringing editorial in defense of the principle of freedom in teaching. The students held a great mass meeting attended by almost the entire student body of over 5000 students led by the university band. As stated by the Daily, "The mass meeting was described by the faculty members and student guiders as the largest and most spontaneously enthusiastic in university annals. The 5000 students stood for twenty minutes to listen to the speakers, cheered every attack upon the bill, and passed a resolution of condemnation with a resounding Aye from 5000 throats." A monster petition condemning the bill was circulated and signed by almost every student of the university. The University of Minnesota put itself on record in no uncertain terms as opposed in principle to legislative interference with the work of the scholar.

The indignant protest with which the Riley bill was very properly met was not confined to the State University. Other colleges in Minnesota also took vigorous action against the bill and sent in their protests. If the members of the legislature had any doubts as to how the scholastic world stood in relation to the anti-evolution crusade the doubts would have been speedily dispelled. At any rate the bill was badly defeated. In the Senate it secured only seven votes and when it reached the House a motion for indefinite postponement was passed unanimously.

An anti-evolution bill was introduced into the legislature of California, but it was unanimously voted down by the Committee on Education after its proponents and opponents were given a hearing.

In 1927, anti-evolution bills have been defeated in all the states in which they were introduced. Whether the mania for persecuting the theory of evolution will now subside it would be unsafe to predict. Legislatures in general would prefer not to meddle with the teaching of science. But there will be plenty of fanatics to keep up the fight and there will be a good deal of money available for carrying on their campaign, so they may continue to be an annoyance for some time to come.

The anti-evolution movement has no support from real scholars; it has no leadership among men of high reputation for intellectual achievement. Scientists of note, to say nothing of scholars in other fields, are opposed to it practically to a man. It probably could not

find a single supporter in such bodies as the American Society of Zoologists, the American Society of Botanists, the Society of Naturalists, or any other association of equally competent persons. Nevertheless the movement is a strong one. Where the educational level of the community is the lowest, the enemies of intellectual freedom command the greatest following. The strength of the movement is a revelation of the backwardness and intolerance of large elements of our population. The real driving force back of the anti-evolution crusade is, of course, religious intolerance. A large and determined body of individuals have deliberately set out to have their own religious dogmas protected by law. Anything which disagrees with their peculiar brand of theology simply must not be taught, and they attempt to protect their beliefs by putting every teacher in an intellectual straight-jacket. Their real object is the practical establishment of a state church founded on a reactionary form of fundamentalist Christianity which is unacceptable alike to men of science and to liberal-minded members of orthodox denominations.

One phase of this issue is often misunderstood. Many persons suppose that evolutionists desire to displace a theological dogma by a scientific dogma, the teaching being in either case by sheer authority. Since sectarian instruction is debarred from the schools it is claimed that in fairness the state should not support instruction which is opposed to sectarian teachings, especially when these represent the views of the majority of the taxpayers. This plea, which has been strongly urged by Mr. Bryan, may seem plausible to many who are somewhat confused as to the real merits of the question involved. But the argument is really a specious one, and is based on a radical misconception of the aim and true spirit of instruction in science. The doctrine of evolution, like any other scientific theory, is simply an attempt to account for certain facts. If there are religious dogmas with which the doctrine of evolution is not in accord, this fact affords no excuse for any attempt to keep students ignorant of it and of the reasons why scientists accept it. The policy of protecting particular doctrines by legislative prohibition of instruction on certain topics is vicious in principle and should never be allowed to gain headway. The right of the teacher to express his views on all theoretical questions relating to his field of instruction should always be maintained against all efforts to restrict his freedom.

Let us not be deceived as to the fundamental issue before us. It really has nothing to do with whether the theory of evolution is

true or false. In any case, it would be ridiculous to try to settle such a matter by legislative enactment. The real question is whether or not we wish to make an intellectual slave of every teacher in a state supported institution and to force him to square his teaching with the dogmas of any group which succeeds in getting legislative protection for its doctrines.

The literature of the anti-evolution crusaders reveals only too clearly the aims and animus of the leaders of the movement. As Mr. Morris Houghton has remarked, "The Fundamentalists have been marching steadily toward their goal, which is a national legislative straight-jacket for thought and education. Of all the challenges to leadership on the part of the men who head our institutions of learning this creeping medievalism, it seems to us, is easily the greatest since the Civil War."

With the success of this movement the right of the teacher to present the truth as he sees it would be taken away. What is to be taught as science would be determined not by the consensus of the best scientific opinion, but by the votes of shop girls and farm hands ignorant alike of science and of the foundation principles of our civil society. A policy which is better calculated to drive self-respecting persons out of the teaching profession it would be difficult to conceive. All teachers, from those in universities to those in elementary schools, are vitally interested in opposing the humiliating restrictions which the forces of religious intolerance are attempting to impose upon them. That these forces have been strong enough to secure legislative enactments forbidding instruction contrary to their dogmas and that it is possible for them to secure as many votes as they have in several state legislatures where their bills failed to pass, is a matter which cannot be looked upon with pride, nor without a measure of anxiety.

S. J. HOLMES, *Chairman*

THE PAN-PACIFIC CONFERENCE OF 1927

At the 1927 Pan-Pacific Conference at Honolulu the Association was fortunately represented by Professor L. J. Richardson, of the University of California, who reports in regard to it as follows:

A group of men and women from countries bordering the Pacific Ocean met at Honolulu in the summer of 1925 to discuss international problems. In the course of their deliberations they organized the Institute of Pacific Relations, which maintains offices, research facilities, and archives in the Hawaiian Islands and holds biennial meetings. Meanwhile the situation was observed with interest by our officers of state. If an unofficial conference had accomplished good, good might come also from an official gathering.

The President of the United States called a Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation to be held in Honolulu in April 1927. The nations of the Pacific area were invited to take part. About two hundred and twenty-five delegates appeared in response to the call. Of this number sixty-six had been sent for this purpose alone, while the others had been appointed from persons either residing in the Islands or happening to be there at the time. Ninety-two colleges and universities of the United States were represented, seven of them sending delegates. Three universities of Japan and one college of China sent delegates. Forty-six educational, scientific, and technical associations of the United States were represented, twenty of them sending delegates. Delegates were sent by the following states: Massachusetts, Mississippi, New Mexico, and Utah. The foreign countries represented were: Australia, five delegates; Chile, one delegate; Colombia, two delegates; Fiji Islands, one delegate; France, one delegate; Great Britain, one delegate; Japan, nine delegates; Mexico, three delegates; New Zealand, one delegate; Nicaragua, one delegate; and Peru, two delegates.

President Coolidge assigned the general management of the Conference to the Department of the Interior. Secretary Work went to Honolulu and was accompanied by representatives from the Bureau of Education, the Bureau of Reclamation, the National Park Service, the Department of Agriculture, the Treasury Department, the Civil Service Commission, and the Federal Board for Vocational Education.

Among the matters recommended by the Conference were the following:

1. Exchange of university professors.

2. That in each country there be established a central office for assembling and disseminating educational information.

3. That each country prepare a description of its educational system and translate this material into the languages used by the Pacific peoples.

4. That the universities of English-speaking countries teach the Japanese and Chinese languages, or at least give credit for them in the case of students who present themselves with scholarly training in these languages and literatures.

5. That an educational attaché be put into each United States embassy and legation, to serve along with the military and commercial attachés.

6. That a committee be appointed to deal with matters having to do with museums, scientific expeditions, and the materials from excavations, and the like.

Many subjects were discussed at the Conference, such as Reclamation, Public Health, and others having to do with general welfare.

A complete report on the Conference will be issued by the Department of the Interior.

REVIEWS

MEDICAL SCHOOLS AND THE CHANGING ORDER.—*Medical Education, 1924–26* (Government Bulletin, 1927, no. 9, Dept. of Interior, Bureau of Education); *Bulletin of the Association of American Medical Colleges* (July and October 1927); "The Profession of Medicine and Women's Opportunity in This Field" (Dr. Martha Tracy in the *Journal of the American Association of University Women*, October 1927).

The Government Bulletin heading our list reveals that in connection with the recent great endowments or appropriations scattered widely over the country, medical schools now have higher standards of entrance with limited enrolments, better teachers, improved methods of instruction, greater opportunities for study of patients, and for specialization. But articles in the two Bulletins of the Association of Medical Colleges indicate that not all the teachers are satisfied with the present status of the work from their point of view. Dr. Hilding Berglund of the University of Minnesota Medical School ("Studying Medicine in Sweden—A Comparison with our American System") and Dr. Kamil Schulhof of Rush Medical College ("Pre-War Medical Education in Austria") in the July Bulletin emphasize the importance of better pre-medical training both in the secondary schools and in the two required years of college work. Dr. F. C. Zapffe, Secretary of the Association of Medical Colleges, in the October Bulletin, outlines a proposed new curriculum, "the result of many years of thought and observation, as well as discussion with teachers, all of whom endorsed it." The main feature of the proposal is shortening the number of required hours so as to give the students "opportunity to think; to work on problems that occur to them; to develop initiative; to comprehend understandingly, not merely to memorize; to read current literature." In harmony with this is the suggestion of President R. L. Wilbur of Stanford University for "Altering the Medical Curriculum," in the July Bulletin (reprinted from *Journal of American Medical Association*). He criticizes the present instruction as over-specialized and as too much given to lectures. He suggests also that the academic year be lengthened to eleven months. Dr. Hans Zinsser of the Harvard University Medical School in a presidential address before the Society of American Bacteriologists (July Bulletin) emphasizes the importance of training medical students in the biological, chemical,

and physical sciences, and the essential interdependence of research and teaching in the medical schools. A comparatively new but significant element in the medical profession discussed by Dr. Tracy, on the basis of Rollin Lynde Hart's "The Woman Physician," in the *Century* for July 1927, is that of the growing importance of women in this field as evidenced by the facts that in 1926 nine hundred and thirty-five women in this country were studying medicine and that all but seven medical schools of Class A now admit women as students.

THE COLLEGE AND ITS FUTURE.—"The Changing College"—A Symposium (*Progressive Education*, October-November-December 1927); "The Question of the Women's Colleges"—A Symposium (*Atlantic Monthly*, November 1927); "What Is It All About?" by President Bernard Iddings Bell (*Atlantic Monthly*, July 1927); "The Chaos Called College" by Professor S. T. W. Patrick (*Forum*, November 1927).

That this is a period of intellectual auditing, reorganization, and experimentation in colleges passes as a platitudinous statement. Despite this fact, intelligent and individualized exposition of various aspects of the idea have a constant and pertinent appeal for progressive college and university teachers. The autumn issue of *Progressive Education* devotes fifty-three pages to a comprehensive approach to the general problem. Each article of the Symposium includes a selected bibliography. Mr. Snyder, executive secretary of the Progressive Education Association, in "Selecting College Freshmen," considers the present status of entrance requirements and suggests "gradual adjustment of admission procedure to the changing conditions of American Education." Professor Ryan of Swarthmore treats of "Honor Courses in American Colleges." Miss Coats, recently chosen President of the new Sarah Lawrence College at Bronxville, New York, under "The Junior College as the Next Step in Progressive Education" states a distinctive point of view of this new college. It is not essentially preparatory to the work of the upper division of the university and "does not grant that junior college work is, necessarily, secondary in character." Miss Amy Kelly, who was formerly a professor at Wellesley College and who has made a comprehensive study of a "modern curriculum program" for a new type of liberal arts college for women, in Bennington, Vermont, discusses "Orientation Courses" and outlines a plan for such a course. Beulah Amidon of the editorial staff of *Survey*, under the caption, "Consider

Mary Smith—," asserts that the women's colleges in their curricula do not meet the needs of college trained women if they "are to do the work they are eager to do and at the same time have the normal satisfaction of husband, home, and children." Miss Breckenridge, a recent graduate, summarizes in "The Student Point of View" some student activities in recommending curricular changes for undergraduate courses. She concludes that "since their suggestions have been drawn up after serious and unprejudiced examination of actual conditions by those who are most concerned, they demand the consideration of every college and university professor." President Morgan of Antioch College ("Antioch's Adventure") outlines again what he regards as a unique and distinctive feature of his college: the attempt to co-ordinate academic training with vocational or professional experience. More or less closely related to this is the article by Dean Coffin of Whittier College, "The Whittier Idea." From the point of view of the college as a whole he regards as their two new important types of work the Correlation Course and the Project. Representing the small college unit within a larger center are statements from a Wisconsin Bulletin on "Wisconsin's Experimental College" and from President Jaqua on "The Claremont Colleges Plan" for the new Scripps College.

In this connection there occurs to one the appeal of President Bell of St. Stephens College, on the Hudson, for the college as a place to train men "who are not merely informed but also fit with unified purpose to deal with human life." President Pease of Amherst in his recent inaugural address and Professor Patrick in "The Chaos Called College" both emphasize, also, as a neglected objective that of civic responsibility. An additional suggestion is Professor Taussig's before the Harvard Liberal Club on October eighteenth for a three-year undergraduate course of study. The symposium by the presidents of Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley Colleges is of interest to college and university teachers because of its appeal for funds on the basis of the high standard of work done by these colleges, the achievements of the graduates, and the progressive curricula. Certainly with such a wealth of material at hand representing varied points of view, critical analysis and evaluation have as important a place today in any consideration of collegiate education as do revolt and experimentation.

EDUCATIONAL DISCUSSION

COLLEGE TEACHING.[1]—The college exists because society desires that youth be taught. Teaching, then, is the thing primarily expected of the college... The quality of the teaching is the measure of the success of the college. If the teaching is good, the college is a good college, even though its plant be inadequate and its athletic stars be dim. If the teaching is poor, the college is a poor college, even though it have a Freshman Week and a psychiatrist...

What constitutes a good teacher?

Take the five or six best teachers you have known; distinguish if you can, the elements of their power; and combine the recurrent elements in a single composite personality...

He knows his subject—this composite teacher—and he believes profoundly in its significance, immediate or ultimate, for the enrichment of human life. He cares about his students, as thinking, feeling, and growing individuals, and is glad to listen to them and to talk to them, in the classroom or outside the classroom. For their sakes, and because of the nature of his own mind, he selects his material rigorously and orders it effectively. His presentation has alway some measure of informality, of give and take. He is courteous and helpful to all; but his chief concern is for the stimulation and the guidance of his ablest students. He is a born teacher; but he is a made teacher as well—made through friendly contacts with colleagues in his own college and elsewhere, through deliberate study of the art of teaching within his own field, through the resolute development of his own powers...

In the selection of new men or women for the teaching staff, the question first to be asked is surely this: "Is he," or "Is she a good teacher?" This question should be not only asked but answered; and the answer should be clean-cut and supported by substantial evidence. The matter is so fundamentally important as to justify an expenditure of time and care in the process of selection far beyond that customarily allotted to it...

Yet the essence of the matter from the point of view of proper appointment lies precisely here. It is true that qualities other than teaching ability are desirable, and it is true that some defect or limitation in respect to such other qualities may serve to veto an appointment; but no possible combination of other qualities, however super-

[1] Inaugural address, Oberlin College, October 24, 1927.

lative, can justify the appointment of a poor teacher. What shall it profit a college to add to its teaching staff a man who has a fine voice, is a natural mixer, plays golf in the eighties, is a tireless and efficient committeeman, a productive scholar, an idealist in life and work—and cannot teach?...

Given a faculty composed of good teachers, the prime responsibility of the college lies in the maintenance and development of their teaching ability.

Maintenance and development of teaching ability involve the continuance or the establishment of good teaching conditions, the constant revitalizing of the mind, and the provision of the means for living in a comfortable home.

Teaching conditions include the tools with which one works, the place in which one works, and the amount of work to be done. No one can teach well without an adequate stock of teaching tools. The nature of the tools differs from department to department, but tools there must be...

The necessity for the provision of adequate tools is far greater today than it ever was before; for modern teaching in all fields deals more than ever before with the individual, and consists more than ever before in placing the proper tools in his hands, showing him how to use them, telling him to go ahead, standing by to help when help is needed, criticizing the product, and repeating the process, through tasks of graduated difficulty, so long as the instruction lasts.

True teaching is hard work...No man should be given so much of it that the burden will bend him to inefficient weariness. It is obviously poor economy to employ a high-grade man and then so weigh him down that he cannot do the very thing you want him to do. You are not getting that thing done, and you have robbed the world of one good man. The average American college teacher teaches too much. By increase of staff, by limitation of the student body, by the placing of students more and more upon their own responsibility, the energy of the teacher should be so conserved that his every class meeting may be a memorable and a formative event.

Only when the amount of work required is reasonable can the teacher teach his best.

Continued excellence in teaching requires a constant revitalizing of the mind. The very nature of the teaching profession, with its demand that the teacher constantly give forth, indicates the necessity that he should also constantly take in.

This renewal should take place both through reading and through association with other minds. The college, then, should make it possible for the members of its faculty to own and to read the most significant current publications within or related to their several fields; and the college should make it possible for the members of its faculty to mingle with one another in such a way as to produce a mutual enrichment of intellectual resources, and to meet, at local or national gatherings, colleagues engaged in similar work in other institutions.

Only under the enlarging influence of reading and of comradeship can the teacher teach his best.

There are men, and there are great teachers among them, whose creative instinct is satisfied by the teaching process itself, so that they seek no other parallel means of expression. But the very type of mentality which characterizes the good teacher in many cases suggests or even demands that he engage in some parallel form of intellectual creation: it may be direct artistic creation; it may be the interpretation to a wider audience of the significant results of research; it may be research itself.

At this point I should like to bear witness that, in my convinced opinion, there is absolutely no inherent opposition between research and good teaching. I have been clear enough, I hope, in my insistence that for college purposes excellence in teaching is the main thing. I do not regard interest in research as a necessary concomitant of college teaching. And I deplore the wasted energy of men who, under extrinsic pressure, attempt research though they have no gift for it. But if a man has, in addition to teaching ability, the gift of research—if he has really, in the intellectual domain, the adventurous spirit of the pioneer, if he combines wide-ranging imagination and infinite patience—then that gift is to be cultivated as a precious thing; precious not only because of the inherent value of its results, but precious because if rightly utilized in connection with his teaching it may vivify that teaching in the highest degree. The enthusiasm of research tends to permeate all the related teaching field, and the teacher is thus a better teacher because of his research. Moreover, youth loves pioneering. The knowledge of true achievement engenders respect; and if the teacher finds it possible to admit a qualified student to participation, even humble participation, in research, that experience may well become a major factor in the building of the boy's mentality.

Research, then, should be encouraged as a reinforcement of teaching; so should the interpretation of research; so should direct creative writing. The desirability of such activity, from the point of view of its beneficent effect on good teaching, constitutes indeed one of the reasons why the actual teaching load should be kept light.

The efficiency of the teacher is determined not only by the conditions of his work and by the extent to which his mind is constantly revitalized, but by the conditions of his home life. They indeed, more than any thing else, color the lenses through which he sees the students and his work... The men who are to teach our children should be able to live in comfort and in dignity, not untouched with beauty.

The circumstances of professorial life, moreover, react directly upon the student's attitude toward his college work. If the intellectual life of science and of art is seen to reduce its followers to hardship and discontent, its value is thereby discounted in the student's scale...

Only on the basis of an adequate salary can the teacher teach his best.

Of him to whom much is given, much is to be required. If the college enables a man to teach with adequate tools, in appropriate surroundings, without an excessive instructional burden; if it provides him with opportunities for mental growth and encourages the exercise of his creative energy; and if it makes possible for him a sunny home life—then is that man beholden to serve the college with a deep and grateful loyalty, then is that man in honor bound to teach his best, and to make that best ever better as the years go on.

If the college so selects its teachers and so supports their teaching and if the teachers so respond to this support, what heights of educational achievement may not be attained?

ERNEST H. WILKINS, Oberlin College

PURPOSES IN THE EDUCATION OF WOMEN.[1]—We are told, repeatedly, that education lacks purposefulness. Attention is called to the small response in educational programs to the striking changes, not only in externals, but in organization and spirit in the modern world. Especially are we reminded that the time has come for the education of women to devote itself to some more fruitful end than to proving what is long since amply demonstrated—that women are entirely capable of receiving the education which is given men. Is it not time, we

[1] Honors Day Address at the Women's College in Brown University, October 28, 1927.

are asked, to devise a form of education, equivalent, perhaps, to that offered to men, but differing from it as the demands of life upon men differ from those upon women?

Those who put this last criticism ordinarily explain carefully that they have no idea of laying stress upon such mechanical accomplishments as cooking and sewing, but that they have in mind fundamental matters of proportion, emphasis, and application. It is hard, however, for the critics of this type of criticism to escape the feeling that it has in mind a form of education directed toward the more skilful performance of the specific duties of the woman at home. It sees life in terms of the daily routine; and it fails to take into account the fact that the changed world is still changing, that preparation for the routine of today may have little relation to the routine of the same kind of person ten years hence. President Lowell of Harvard is quoted as saying that the trouble with military training is that it seeks to train men for a war the weapons of which have not yet been invented; and the same objection can be raised against any training or educational scheme which stresses the mechanical processes.

And yet, in whatever recrimination the conservative mind may indulge itself, there must be a kernel of truth in the criticism of our existing scheme of education. No one can feel, who is actively engaged in education, that the lives they will have to live are held clearly enough in the minds of those who are dealing with students; or that our own knowledge of the world as it is is so passed on to them as to make them ready for the world of tomorrow. We do lag behind; we do wall ourselves into the secure world of what is definitely over; on the score of its unsuitability for scholarly research, we do avoid the welter of present facts and tendencies. We welcome into our schools and colleges thousands of young people who are to use their education in lives remote from the field of scholarship; and yet we tend to devise our courses for those who are going on to be specialists in these fields. We make much in our schools and colleges for women of advice in regard to future occupations; but we make little reference to the occupations which will be chief in the lives of most of them. If it is true that our method gives women the same training as men to confront them finally with the fact that the same careers are not open to them and that an entirely different career is their probable fate, certainly we need at least to reflect whether some better way may not be found. The least we can do is to think about it...

Perhaps we may waive the question whether, in general, the education of women should differ from the education of men, and ask whether the education given women should reflect more definitely than it does the demands made upon them by life.

"It would seem obvious," says a recent writer, "that a large part of women's preparation for life should be a preparation for homemaking." That obviousness she supports by figures to show that in addition to the sixty per cent of the graduates of a certain college who marry, some fifteen per cent are concerned with the welfare of children, as teachers, social workers, nurses, dietitians, doctors, scout and camp organizers. To these might be added another unknown percentage of women who, though neither married nor professional, have the responsibility of carrying on the homes of relative or friends. It would be conservative, I suppose, to say that eighty per cent of the women in the educated classes have to concern themselves with the physical, mental, and moral welfare of others in some responsible capacity, and I suspect that the percentage is much larger. As one reflects upon these figures, he cannot help echoing the statement with which the paragraph began. Obvious indeed! And upon that assumption it would be easy to make up *a priori* the course of study which would seem inevitable for the school or college for girls. Biology, chemistry, hygiene and physiology, psychology, and sociology might claim to be required subjects; and to these, as elective, might be added more specific courses in nutrition, household sanitation, budget-making, interior decoration, and, indeed, in any one of the many types of knowledge which may be demanded of anyone who is responsible for the daily human needs of others. If it is objected that the programs of study in the Liberal Arts courses in our schools and colleges for girls bear little resemblance to this imaginary bill of fare, the response may be made, "so much the worse for them."

But is it the worse for them? Are they mistaken in offering programs of study for women differing very little from those offered in schools and colleges for men, and including only as more or less fugitive electives, courses directly attributable to recent changes in society? Are they mistaken in refusing to make any profession, even one which is, in one form or another, to concern four-fifths of their graduates, the controlling element in their curriculum? Can we afford to lay so little stress upon specific preparation for the duties of the average woman's life?

It all comes back, I suppose, to the question whether a specific

preparation is the best preparation for the life of the average woman or, indeed, for anyone whose life is to be largely spent in guiding, protecting, and caring for human beings. If one may suppose for a moment that it were possible to distinguish the persons who are to become administrative officers in schools and colleges, would they be helped by an education which had in view the duties with which day by day these officers are chiefly occupied? It would be easy to frame such a course of study. It would include the art of dictating letters; the art of public speaking; group psychology, with especial reference to students and alumnae; individual psychology, with especial reference to the erring student, the irate parent, the prospective donor; and the major would be money-raising, and the minors, budget-making and academic architecture.

While the analogy is perhaps strained, the moral is, I think, valid. Any training which is of too literal a sort defeats its purpose. A distinguished professor of medicine with whom I was speaking a few days ago said to me that the study of medicine could be made much less time-consuming if a more direct method were followed. The teachers might say to the student, "When you see this symptom, do this. When you see this other condition, do that." But men so trained, he said, would not only be helpless in the face of new conditions or symptoms, but would be unable to profit by experience or to advance their professions. More important than any specific instruction was training in the principles upon which all medical practice is founded...

There was a day in which higher education for women, so far as it existed at all, meant the acquisition of accomplishments. In a later day, it was a grudging concession to a strange and unfeminine ambition. Today it is neither. No one who looks squarely at the opportunities and responsibilities of women can feel that it is anything but a training for a career which presents only one certainty—that of requiring the widest, most liberal, most humane education which we can devise.

ADA L. COMSTOCK, Radcliffe College

AMERICA'S CONCERN WITH EUROPEAN EXPERIENCE.[1]—This question of school *versus* college might not have arisen had the American college of a century ago retained, as did the European university, its early principle of a discriminating selection for graduation.

[1] "Education for Intellectual Pursuits in United States and in Europe," Carnegie Foundation, *Bulletin* No. 20.

Whether because of the ancient examples of the medieval university and of the "disputation" whereby a student became a "master," or because of responsibility to the state in delivering men fitted for its service, or because of practical convenience in uniting the educational efforts of a group of component colleges, the fact remains that the European university has retained and strengthened its requirement that candidates for degrees prove their mettle, and has not been deterred by the enormous expansion in teachable knowledge during the past seventy-five years.

In America the development has been otherwise. The freedom of a new country rejoicing in both its physical and its spiritual distance from Europe, the absence of a sponsoring state, and the practical aspect from which every social institution was regarded, favored a unique policy. At Yale the examination covering the entire curriculum for the degree gave place in 1850 to "biennials," discontinued in 1867 in favor of annual examinations. At Harvard, although the Statutes and Laws of 1845 prescribe a public oral examination by a committee, this had disappeared by 1870 in favor of the familiar written "mid-years" and "finals" conducted as they are today, by the instructor.

The gradual introduction of optional subjects or equivalent courses, chiefly as a result of German influence, shattered the fixed curriculum of a century ago. In the absence of forces that might have kept these new branches organized in large groups or curricula making broad intellectual demands, the individual professor became responsible for examining and giving credit in the matter of his new offerings when and as he thought fit. Thereby he won *Lehrfreiheit* that involved the student in a manner characteristic of no European system. In Europe a student with a definite aim chose freely from freely given courses those that he needed; with us the separate "departments" among which the curriculum was parceled out embarked upon a competitive campaign to capture students who had no aim. Some quantitative measure seemed the most obvious device by which to administer the new procedure, and consequently the "subject" was replaced by the "semester hour" or "point" and the public examination by "satisfying the professor" term by term...

The recent expansion of collegiate education in the United States has, in part, closely paralleled that in our secondary schools. An enormous increase in attendance due to an unprecedented national prosperity gives ample evidence of the faithful sowing of educational

seed during years when material gain seemed to many to be the nation's only concern.

The task confronting all agencies for higher education in this country has suddenly become complex in the extreme. With an organization uncertain of its aims and methods, and resting loosely upon a mass of traditional hopes and good intentions, how shall we proceed to select from the applicants now thronging the college those whose mental aptitudes justify a further training for professional or general intellectual service, and at the same time provide properly for those whose abilities could best be directed into other channels?

At many angles of this problem the European perspective is distinctly helpful, and, moreover, it reenforces tendencies already active here and there among us.

The college will never be able to define its purpose satisfactorily so long as this is confused with the unfinished business of another institution. It can either segregate or exclude such matters, but as it values its integrity it cannot ignore them. It is even possible that some colleges do not understand the difference between essentially secondary and true collegiate work. In such cases an attempt on their part to define each would be a useful preliminary.

Few American institutions could profitably dislodge outright their secondary incubus as John Hopkins University hopes to do by the simple expedient of abandoning the first two college years. It is not a question of arbitrarily cutting off so many "points" or "semester hours." As we have already seen, it is a question, partly of selection, partly of maturity of intellectual attitude and habit, which comes early to some and later to others. For pupils who should go to college these qualities form the natural outcome of a well-planned adolescent education, compactly and separately organized. A movement in this direction is well advanced in this country, although the college name still dominates it much as the ghost of a horse long stalked before every automobile.

It seems probable that the "junior college" will eventually consolidate with the high school and the junior high school to form a single institution for higher secondary education as well as for many types of "semi-professional" training for which we have long needed adequate provision. Meanwhile the college will have to take independent measures. Whether it segregate its "preparatory" work or abandon it altogether, the line between these two phases of education should be clearly marked, not in "hours" or "credits" but in

unmistakable evidence of fitness to proceed. By its manner of enforcing this delicate distinction each institution may do much to make clear the meaning of its own aims.

In this respect prompt and well-calculated action on the part of the college will nerve and support the secondary schools, as nothing else can, in hastening the important developments to be hoped for among them. As soon as the college shall determine for itself a practicable standard of intellectual ability, to be required for admission to that phase of its work by which it desires mainly to be judged, the school will have every inducement, both internal and and external, to act accordingly. Under the existing collegiate system of promiscuous admission and graduation without substantial intellectual discrimination many leaders in the secondary field have long despaired of changes that they would gladly welcome...

THE ABDICATION OF REASON.[1]—Recently we have had a striking example of how the name of individualism may carry with it the content of socialism. The other day a Boston stock broker wrote to the Governor of the Commonwealth as follows: "College professors naturally tend toward socialism, as their small salaries necessarily keep them, as a class, from being really prosperous." This, he continued, would account also "for the fact that many of our sons return from college with strong socialistic tendencies which they never would have learned from their parents or friends." "Builders," he adds "are not socialists."

We need not be detained by our stock-broker's assumption that he is a builder, while teachers, presumably, are destroyers. Possibly he means builders of bank accounts. When we recall the advances in every department of human activity which have come about through research by professors in our universities, when we recall how on every hand the man of action today relies upon research conducted by scholars under the conditions of permanence, continuity, and scientific atmosphere which obtain only in academic institutions, we may let this part of the pronouncement speak for itself.

But our stock-broker's interpretation of professorial heresy has in it other things to interest us. For one thing, it is an orthodox socialist interpretation by one who professes to abhor socialism. For another thing, it conceives of "socialism" as meaning what we once took to be individualism. Formerly we supposed that belief in the sacred-

[1] Commencement address at Oberlin College, June 1927.

ness of the individual life was a tenet of individualism. In the nineteenth century we took it that an insistence upon free individual pursuit and advocacy of what the individual took to be the truth and a reasoned non-conformity to the fashionable dogmas of the moment, when those dogmas were to be made obligatory upon all of us, were secured to us by the guarantees of individual rights, which were the very creed of individualism. Socialism was then supposed to be a theory of ecomomics and politics whereby rights were to be secured not by a maximum of free individual self-assertion and a minimum of interference by politically organized society, but by an all-pervading collective political action. Now, it appears, one may be an orthodox nineteenth century individualist of the school of John Stuart Mill, and yet, by advocating the sanctity of the individual life, as against the mere dignity of the political organization, by disbelieving a doctrine that John Doe must suffer for the Commonwealth's sake, when such suffering may be avoided by investigation and rectification of official error, may have become unwittingly a socialist. Now it appears that this solicitude for the individual life, even at the expense of admitting that public functionaries may err, has become socialism.

For let us note what it is that called forth our stock-broker's pronouncement. It happened that an agitation was going on with respect to two persons convicted of murder, as to whom there was much ground for believing that there had been a miscarriage of justice. On the one hand, it was urged that respect for law and public confidence in the courts required that the sentence be carried out on the assumption of legal and official infallibility. In effect, it was urged that it was better that two human beings should be executed for a crime they did not commit than that the infallibility of the processes of criminal investigation and judicial determination should be questioned. On the other hand many, among whom professors undoubtedly were prominent, urged that such orthodox legal writers as James Kent and Joseph Story had set forth that one reason for the executive pardoning power was that the machinery of justice, like all things human, was liable to err. They urged that Anglo-American judicial history showed more than one case of serious miscarriage of justice under circumstances very like those of the case in question. They urged that human beings, even though their social or economic views did happen to be obnoxious, ought not to be executed for crimes of which they were not guilty, if by thorough

official investigation under powers provided by the constitution it was possible to prevent...

From antiquity men have known that in a way freedom and restraint are reciprocal. Whenever either assumes large proportions, there must be a great deal of adjustment of the free exercise of the will of each to the free exercise of the will of others. In any complex economic order the spontaneous self-assertion of each must be limited and given direction or else the economic order will be impaired. If all are not to be repressed by the over-activities or misdirected activities of each, it is necessary to put what is done by each into a certain harmony with what is done by all, and to do this by some system of applying to each the pressure of organized society.

Adjustments and regulations and precepts which a century ago, under one condition of society, promoted freedom and made for full individual life, now, in another stage of social and economic development, may defeat or hamper them. Legal conceptions which made for effective commercial activity one hundred years ago may hamper industrial development and full utilizing of the ideas of marketing and of financing which have grown up in the present generation. Thus even the ecomonic order may call for change as well as for stability.

How are we to maintain the needful relation of law to life? How are we to keep a true balance between the need of stability and the need of change? The demands of the general security lead us to seek some fixed basis for absolute and unalterable political institutions and for a certain and unchallengeable body of legal precepts. On the other hand, the demands of life call no less urgently for overhauling of institutions and precepts and refitting them to unanticipated situations and reshaping them to the details of the social order. How to do this overhauling and refitting and reshaping without shaking the authority of the state and impairing the authority of law has troubled thinkers on politics and law since the Greek philosophers of the fifth century before Christ...

We may now see why professors are so likely to be heretics and why professorial heresy is so likely to be held dangerous. The professor becomes unorthodox because he must look at things in a long view. When men's eyes are chiefly on the need of stability he sees also the need of change around the corner, whether he looks at the coming pathway or at the going. When men are agitated by the

need of change, he sees also the need of stability which they felt yesterday and will feel again tomorrow. He must organize and criticize experience so as to interpret it to others. He must prepare himself to answer the myriad questions put to him by eager youth. He cannot avoid the long view nor the critical view. He sees that many things are not new even though they were not done customarily last year. He realizes that things are not necessarily fraught with peril because they are out of the transient experience of the moment. But to the community at large the social order is a thing so vital that a sound instinct, if psychologists will allow us to use that word, leads to repugnance to all appearance of disturbance of the social order. The need of uniformity and organization and even of regimentation is so impressed upon us by the exigencies of civilization that as it were instinctively we seek these things not only where they belong but where they do not belong. We press them not merely in the economic order but as one might say in the spiritual order. We are not content to order men's conduct. We would order their thoughts and beliefs. For social control through the law is relatively recent. The household organization and religious organization are still necessary and powerful agencies of adjustment of human relations and ordering of human conduct. Even if what seem new ideas and beliefs at variance with accepted truth for the time being do not involve impairment of the political or legal order we may have doubt as to their effect upon the domestic order or the religious order.

When we pass from physical to mental activity, from the economic life to the spiritual life, the case is very different. Intermental space, as one might say, is infinite. We may believe what we like, disbelieve what we like, and argue what we like, and never thereby interfere in the least with our neighbor's believing as he likes, disbelieving as he likes, and arguing as he likes. Merely mental operations do not interfere with one another. There is ample room for all of us in the sphere of belief, opinion, and reasoning. Hence there is no such ground in the case of mental operations for the ordering and regulating and harmonizing which is necessary in the case of physical operations—which is necessary in the case of conduct.

Yet it has been hard for men to let other men think and believe and reason in peace. The pressure to regiment mental operations is constant and heavy. Men in the mass seem to resent that others

should differ with them in opinion. They take it to be a reflection upon their reasoning powers or a challenge of their intelligence. The Athenian demos was zealous in prosecution of skeptical or inquiring philosophers. In the Middle Ages it was much more dangerous to believe things not currently believed, or to disbelieve things currently believed, than it was to kill. More than one of the American colonies busied itself in driving out those who did not conform to the accepted religious dogma of the community, although the colonists themselves had been non-conformists at home. In the United States today it is hardly too much to say that punishment for the harboring and expressing of unorthodox economic and political views is more sure and more swift than punishment for murder.

But reasoned search for what ought to be in politics and in law has been under attack from others side as well as by the heresy hunters. The latter tell us it is dangerous and would repress it. Others hold it of no account and would simply ignore it. The historical school in the last century told us it was futile. Institutions and laws were not made. They grew and were found. Thinking and reasoning could not alter or affect the inevitable course of their development. The neo-individualist followers of Nietzsche told us it was wrong. The superman was not to be held down by fetters of reason forged in the interest of weak humanity. And now comes the behaviorist psychologist with new proofs that it is futile. We are most of us of inferior intelligence. Our behavior patterns are fixed irrevocably early in life. Philosophy is dying and will be dead in fifty years. Politically we are headed for a Mussolini. Juristically we can do no more than observe the inexorable operations of economic law whereby the will of the socially and economically dominant translates itself into legislation or into precepts of common law; or in a more recent view we can but trace the predetermined behavior patterns of judges as they become manifest in judicial decision. Political and juristic pessimism join hands with the conviction of the heresy hunter that there is imminent danger of revolution unless professors are held rigidly to teach that legal and social and economic institutions reached a state of perfection in nineteenth-century America. Such is the current fashion of thought, in which, as so often, extremes meet. The conservative heresy hunters are justified by the socialist economic determinism, and the same result is reached by neo-individualist seekers after freedom for the super-

man. The conclusions of a period of transition are sustained by the most diverse premises.

On closer scrutiny, however, these rejections of reason seem no more than the culminations of the mode of political and legal thought which followed the breakdown of natural law at the end of the eighteenth century. Already, despite the confident prophecy of the behaviorist psychology, there is a significant revival of philosophy throughout the world. It is no longer easy to separate physics from metaphysics or mathematics from logic. Moreover, nowhere has this revival been more conspicuous than in politics and jurisprudence. There has been a revival of natural law in France. The neo-idealists are a force in political and legal thought in Germany. An English judge has written suggesting a new interest in philosophy of law in Great Britain, and an American judge has delivered a course of lectures on law from a social philosophical standpoint. If those who would revive philosophical politics and philosophical jurisprudence can but escape the heresy hunters, they may be left to argue and reason with the historical jurist and the neo-individualist and the behaviorist psychologist.

ROSCOE POUND, Harvard Law School

ARE WE MAKING PROGRESS?[1]—We may say that the object of an engineering education is to develop in the student: first, a knowledge of fundamental facts, principles, methods, and practice concerned in his particular profession as a basis for his development through experience and study into a capable member of that profession; second, a certain amount of ability and skill in the elementary processes to enable him to earn his salary in a subordinate position upon graduation; and third, a basic foundation of character, habits, behavior, and general knowledge, sometimes called culture, to assist him in taking his proper place in society...

Another feature of this measurement and testing process which is reaching many of us is the possibility of its being carried to extremes and made the objective of education, rather than its handmaid. It seems to be quite easy for a teacher to become so absorbed in the mechanism of measurement and tests as to lose sight of the importance of teaching his students. Moreover, the ramifications of statistical studies dealing with educational measurement may become the popular diversion of an entire institution. It would seem better

[1] Presidential Address, thirty-fifth annual meeting of the Society for the Promotion of Engineering Education, Orono, Maine, June 1927.

in some cases that more adequate attention be given to the active instruction of students than to too detailed investigation of irregularities in scholarship among individuals. The variations in the mental qualities of human beings may not follow mathematical laws.

As we look for evidence of progress in the various phases of our work, let us consider the students themselves, to whose interests by far the greatest portion of our efforts are devoted. Do we see improvement in the student body and, if so, in what respects? Is their preparation for college better than it used to be? Is their college work as good nowadays as it was thirty years ago? Are they better prepared for their professional life upon graduation? These questions and many others of similar character are constantly before us. Opinions differ regarding all of them and depend, to a great extent, upon the viewpoint of the person expressing them. One thing must be borne in mind, namely, that the number of students in each institution has increased so remarkably during recent years, as to make comparisons difficult. In every respect, probably, we find among our present students more outstanding examples of ability than in the smaller groups of former days. On the other hand, it is a common opinion that on the average, the present student body is not so well prepared scholastically and less able and willing to devote itself to serious study. With the increased percentage of high school graduates going to college, it is inevitable that the average scholarship of college students should be lower...

If, as a result of the larger number of students, there are more poorly prepared, mediocre college students, it does not follow that the results of the educational process are not better than they used to be. Of course, we like to see more high-grade scholars among our students—those who would correspond to our best students at the present time. To produce this effect undoubtedly requires more intensive teaching, especially in the high school...

The present tendency among high schools to place emphasis upon preparation for life instead of preparation for college seems to be weakening the average ability of high school students who continue their work in college. Engineering educators seem quite in accord with the idea that a return to the former type of high school preparation, in which all high school students pursued certain studies of acknowledged scholastic value, such as mathematics, history, foreign languages, and science, would result in better preparation for life with the high school as the finishing school, and very much better

preparation for college. In the matter of preparation, therefore, there is a strong feeling that progress has not been so great as it should be...

In this connection, notable advancement has been made in the guidance of students in the selection of a profession in the engineering field. This is especially needful in view of the number of separate branches of this field. The idea that engineers are born, not made, is giving way to the principle that the student with ability and energy can succeed in almost any line of endeavor. It is important that the young man be provided with information of authentic character which he can use with his experience and fundamental knowledge as a basis for his decision. It is being recognized that the proper profession for a boy is that one in which he would most enjoy his work, and that the salary is of secondary rather than primary consideration. No longer is a student advised to take an engineering course because he has always liked to play with tools, or because he excelled in manual training in high school. Instead, his mathematical ability is likely to be a determining factor...

But of all the parts of the instructional organization, the engineering teacher holds the key position. What can we say regarding the teaching staff? Are they, as a class, better qualified than they formerly were? One thing must be admitted. They are specialists to a greater degree, and as a result, it is possible that they are more technical in their instruction and less inspiring to their students.

In another respect, also, is the teacher of today likely to be criticized. This is in his lack of the recognition of his obligations to mould the characters of his students. The modern university teacher is apt to ignore or minimize the influence which he can exert over his students, both in and outside of class. In many cases, the teacher does not understand and accept the responsibility which he has as a guide and example to his students in those traits of character which determine success and the respect of one's fellow men. For, after all, the development of character is the most important part of teaching, and the one for which the qualities of the individual teachers are most significant. From him, students get breadth of vision, culture, liberal views, and ethical standards. His methods of teaching cultivate habits in his students which will have a definite influence upon their entire lives.

Considerable progress has been made in the improvement of the salary situation among engineering and college teachers. The initial

salary for the younger instructors seems sufficient to attract high-grade men, even in competition with industries. Moreover, the salaries of full professors are gradually reaching a satisfactory basis in our larger institutions. The middle class salaries of assistant and associate professors, however, are still below the figures necessary to hold these men against the industrial call.

O. M. LELAND,
Journal of Engineering Education, vol. XVIII, no. 1

COOPERATIVE EDUCATION.[1]—At the request of the committee on education and vocation, under whose direction this conference is held, I am to present the cooperative plan of engineering education since it is believed to be at least one practical means of cooperation of the college with business and industry...

It will be recalled that engineering education in America has always been in the essential respects a form of college education. Unlike law and medicine, it was established and directed by educators rather than by practitioners. It is not an outgrowth of the profession and did not evolve from the apprenticeship plan. Furthermore, engineering education has never dealt exclusively with technical or professional training but has always given a large place to purely general subjects. While the engineering school points the undergraduate toward a specific goal, yet engineering educators are insistent that a good engineering curriculum must offer a good general education.

The development of the cooperative plan in the engineering schools as an effective means of coordinating the schools with business and industry is said to be one of the major developments in engineering education in the last twenty years.

The cooperative method of engineering education is the subject of a recent exhaustive survey by the Society for the Promotion of Engineering Education. Since this survey is the most complete and comprehensive survey of cooperative education yet published, certain statements from that report are quoted in this paper. This report states in part that: "The combination of practical experience with scholastic training has been advocated as a desirable educational method many times in the past, and several plans for accomplishing this end have been instituted in certain divisions of the general field of education...Cooperative engineering courses as conducted in the

[1] Presented at the Conference of New England Business Executives and Educational Leaders at the University Club, Boston, April 29, 1927.

United States are, however, a distinctive type of educational program for which little or no direct precedent can be found. It is probably both fitting and accurate to credit not only the inception of the idea of such courses but also the position which the plan occupies in this country at present, in large measure, to the ability, resourcefulness, courage, and consistency of purpose of Dean Herman Schneider, who first established cooperative engineering courses at Cincinnati in 1906."

Apparently the next cooperative college courses established in the United States were those at Northeastern University in 1909 and at Pittsburgh University in 1910.

In the first year of the cooperative plan at Cincinnati University, twenty-seven students were enrolled. During the last twenty years, the enrolment in college cooperative courses in the United States has grown to 5500, or approximately ten per cent of all students enrolled in engineering courses at the present time. Eighteen colleges in the United States are now operating engineering courses entirely or partially on the cooperative plan; four have cooperative courses in departments of commerce, two in liberal arts, and one in medicine. The entire day school of business administration at Northeastern is also now being placed on the cooperative plan. Only two institutions that adopted the cooperative plan later abandoned it. In both of these instances, the plan was adopted in a very limited way and affected only a few students.

It appears that the way in which the cooperative idea is applied causes institutions adopting it to fall somewhat naturally into the following principal groups:

In one group, the intent is evidently to make the cooperative work virtually an integral part of the curriculum; instruction of the student is continued while he is with the cooperating companies; and his program of experience is mapped out and administered so as to be auxiliary to and coordinate with instruction received in college. He pursues a definitely prescribed course of sequential training, all parts of which are selected with reference to their maximum educational value in the field of his particular curriculum. When the purpose of this type of cooperative program is attained, the periods of industrial experience become virtually an extension of the curriculum beyond the walls of the institution.

The Electrical Engineering Department of the Massachusetts Institute of Technology would seem to be a splendid example of this group.

In another group, while the student's industrial experience is in the field of engineering which he has selected, it is precisely the same as he would receive as a regular employee of the company, irrespective of his status as a cooperative student. The purpose appears to be to place the student strictly on his own responsibility and to acquaint him with industrial requirements just as he would be required to meet them as a regular employee. This does not imply that the institution does not exercise general supervision over the student's industrial work or that it fails to advance him from one type of position to another, but that actual industrial status and experience are the primary aim.

Cincinnati University and Northeastern University are examples coming in this group.

Still another category into which cooperative training may fall may be termed "intermittent education." In such cases, the cooperative plan becomes merely part-time instruction and part-time employment with little relationship between the two...

The cooperative plan has been in operation at Northeastern in civil, mechanical, electrical, and chemical engineering curricula since the establishment of the school of engineering in 1909. All curricula are four years in length but the students in the upper three years only are placed on the cooperative plan. The freshman year is a period of study and orientation. During the current year seven hundred upper-classmen are in attendance on the cooperative plan, alternating throughout the year on a five-week period of alternation. One hundred and forty-seven different consulting engineers, business men, industrial firms, and employers throughout New England, New York, and New Jersey are actively cooperating with the university at the present time. The students are always placed in pairs so as to maintain continuous service to the employer. One is in school while his alternate is at work in the industry.

There has been no great difficulty in arranging for cooperative work in a student's major field of study. Correlation can usually be obtained along the general lines of the student's curriculum, but no attempt is made to correlate the industrial work directly and specifically with individual subjects or the previous period of school work.

The coordination is carried on by a complete staff of coordinators who give their entire time to this work. The department of cooperative work is under the general direction of the dean and is independent of the teaching faculty.

Under the supervision of the director of cooperative work, the coordinators establish cooperative relations with firms and arrange schedules of industrial work varying from one to three years, depending upon the range of experience available with the firm...

The cooperative work of each student is evaluated and graded as accurately as possible. The grade for each five-week period in the industry is based upon three things: (1) A report mailed to the school by the employer covering the personal qualities of the student's work, such as reliability, interest, application, initiative; (2) a mark given by the coordinator after personal conference with the employer; (3) the written report required of each student during each five-week period in the industry.

The grade for each period is determined by giving due weight to each of these three elements. A record giving the kind and length of the industrial experience, together with the grade received, is maintained permanently in the university files.

The students earn from twelve dollars to forty-five dollars per week during the working periods. While this is not considered a matter of major importance in the educational plan, it helps in the solution of the financial problem for many students. Last year the students at Northeastern earned, while engaged on the cooperative work with cooperating firms, a total of $260,000...

As a form of vocational guidance, the cooperative plan of education has marked advantages. In the course of his varied experience at work, the student has an opportunity to see and know first hand what is demanded of men in various positions. His experience also enables him to know with certainty what kinds of work he is going to find congenial, what kinds are compatible with his already-fixed qualities of temperament and character, and finally what kinds are likely to lead to the ultimate position which he hopes to hold. It provides an opportunity at graduation for the immediate selection of a field of work for which the student is adapted and the avoidance of years of expensive training in a field in which the student may later find himself entirely unfitted. This selective process, continuing throughout the college course under the close supervision of mature, experienced, and unprejudiced men, permits students to start at the bottom in the industry and qualify for positions of trust and responsibility upon graduation.

CARL S. ELL, Northeastern University

GRADUATE STUDY IN THE ENGINEERING SCHOOLS.[1]—Before one can intelligently reflect on or discuss this subject it is necessary to take two underlying topics clearly in mind. These are:

What is the aim of graduate study in the engineering schools?

And the even more comprehensive topic, What is graduate study?...

Amazing, in the engineering industries, as are the variety and scope of useful applications of understood natural phenomena, still more amazing is the avidity with which new discoveries are directed into useful channels, and improved theories are seized upon as guides to improved or widened applications of old science. The inspired chain of intellectual and material development goes on with accelerated progress...

Improved applications often have the effect of arousing additional tastes, the desire to satisfy which produces "needs," and these cause additional stimulation to efforts for further discoveries and applications.

The engineer who makes or directs the applications may be and frequently must be as well versed in fundamental sciences as the scientific discoverer. Indeed, the engineer and the discoverer of this age are not infrequently embodied as one individual, as also was the case, for instance, of Archimedes and Leonardo da Vinci, ancient but marvelous examples...

Consider then our riches and our proportionate responsibilities. The engineers are largely responsible for means of producing the various commodities named, and for modern transportation and quick intercommunication. On them rests responsibility for further development. On them also rests much responsibility for limiting and ultimately stopping the extraordinary wastes which occur now as characteristics of our process of production and distribution. Such wastes cannot go on forever. They must be stopped. The unfolding of more refined methods of applying science to commodity production and distribution is a primary need. Necessity seems always to produce improved intelligence, and through suitable engineering education the establishment of that improved intelligence may be guided and accelerated. The discovery of principles and the invention of improved methods of production or of improved methods of storage and of distribution are of high promise of fertility and profit to the world...

With such abundance of materials at elbow, we cannot do our

[1] Address to the Division of Deans and Administrative Officers at the thirty-fifth annual meeting of the Society for the Promotion of Engineering Education, Orono, Me., June 29, 1927.

duty to ourselves or to civilization if we follow the old, well-beaten, wasteful paths of practice determined by empiricism. The reduction of now incalculable wastes of men and materials, the improvement of methods, are responsibilities of the rising generation of engineers. The scientist engineer is the present bulwark of life and its comforts.

The direct-minded engineering intelligence is a primary force in progress. Engineering education is planned with these things as a background.

In undergraduate engineering curricula we provide for a knowledge of natural phenomena and their interrelations, some acquaintance with human affairs, a direct-minded facing of facts and direct-minded reasoning upon them. This secures to young men a ground work for serviceability in the engineering world, with all of its great industries and public works, which is very valuable. In the administration of the curricula we should try to inculcate a lively investigatory interest and a spirit for individually continuing education which is signalized by the word "Commencement," often used to denote the exercises when diplomas are conferred by engineering schools and other institutions of education and learning.

The aim of graduate study in the engineering schools goes farther. It should enable the student to deepen his exploratory shafts and drive galleries in the fabric of physical and human phenomena and strengthen his grasp of their relationships. This process is intensive and individual. If gain is to be accomplished in reasonable time it requires the selection by each student of a rather specific aspect in the broader field of engineering which comprised his undergraduate studies, to which special aspect high emphasis shall be given by investigatory study and research. The aim being to improve depth, thoroughness of grasp, and investigatory resourcefulness and enterprise, it is quite apart from a process of expanding the range of studies by pursuing additional undergraduate subjects, such, for instance, as may be associated with a curriculum in some branch of engineering collateral to the engineering branch characteristic of the curriculum originally pursued by the student, or such as may be found in some more distantly associated field of learning. For promising graduates who simultaneously are young enough to afford the time within their youth, are free of prohibitive obligations, and possess ambition for creative careers, my observation of numerous graduate students and their after careers shows that the fruits of pursuing

this aim are manifestly large. I presume that those of us here who have enjoyed the advantage of such study will concur in support of its abundant fruitfulness.

The aim outlined goes far toward defining what graduate study is, but it is fitting to trace this latter thread still farther. The phrase "graduate study" in engineering when correctly interpreted, connotes individual, advanced study, under competent direction and encouragement, of some aspect of the student's chosen general field which he selects on account of his personal bent or interest. It is limited to a few simultaneous topics, such as three or four, in order to be thorough (though collateral reading may be comprehensive) and is associated with scientific research...

Research involves diligent search for a new or improved process, or a new principle or unexpected combination of principles, or perhaps a new method of verifying already accepted facts. It calls for notable powers of extemporization and invention. It is an intellectual process of high order. Engineers holding posts of creative effort in designing structures, equipment, or plant; in operation of plant; or in directive administration, must constantly invoke this process. Engineering education should aim at establishing ability in its use, and graduate study worthy the name consists substantially altogether of its exercise...

The foundation of this spirit, moreover, should be developed in the undergraduate work...

Teachers assigned to a traditional fifteen to eighteen hours per week of class teaching seldom have fertility left for the processes of exacting inquiry or of stimulating graduate students. Only those exceptional ones who possess superabundant energy and indestructible scientific curiosity can, under such conditions, successfully direct even occasional graduate students. Half the traditional number of assigned hours is often too many for a teacher in graduate work who, through his accomplishments and his subject, attracts many such students. Relief from an excess of hours of teaching and a limitation of subjects taught by the individual are pre-essentials to establishing adequate graduate work...

Moreover, it is not only accomplishments of the present generation with which these teachers must be familiar. I do not concur with the thesis of some of my colleagues that modern scientists, and notably the engineers, can find little of interest or value in studying the past. On the contrary, I believe that no wide-awake, intellectually sound

engineer can fail to secure both interest and value from familiarity with the characteristics of ancient peoples and the affairs of ancient nations. Among many other things one should learn from them a pragmatic optimism relative to our own period by observing the great accomplishment that can be produced by human strength even without the wonderful auxiliaries of today, provided the strength is applied under wisely planned management; and thus one should recognize the probably even greater advantage of wisdom in management today, when we may make effective use of modern unintelligent but powerful auxiliaries to human labor.

It is also wise for the engineer who hopes to become a man of creative importance in the industries to study the influence which is impressed on society by applied science and improved economic theory.

Engineering teachers, and notably teachers of graduate students, should have evolved and enriched their social views by historical and philosophical reading. To follow such threads even slightly requires free time for reading and a comprehensive library as source. For the depth and thoroughness needed for the special study of the graduate student, the library should be embracing and great in natural science and engineering. To secure the collateral influences, it should be reasonably comprehensive in the humanities.

Graduate study in the engineering schools perhaps never should command a clientele larger than from 15 to 25 per cent as numerous as the seniors. It should however be provided for fittingly. Of all the 164 engineering schools which grant degrees in the United States and Canada but few have the combination of library, laboratory facilities, and distinguished staff which enables them to carry on effectually in graduate work. In this exigency a definite policy, embarked upon by those engineering schools whose resources are absorbed by undergraduate instruction, of counseling any notably promising man in each senior class of the advantages of graduate study at an engineering school eminently manned and equipped in the specific branch of his greatest interest, would bestow advantages on the students and credit on the schools.

DUGALD C. JACKSON, Massachusetts Institute of Technology

SHOULD OUR COLLEGES EDUCATE?—The duty of deans, I suppose, is to make colleges institutions of higher learning. The fruitlessness of their best efforts does not release them from the obligation of try-

ing continually; hence it is unsportsmanlike to criticize them for their fierce and persistent efforts to introduce education into American colleges as one of the major interests. The deans represent the educational interest, and it's a poor lawyer who can't believe in his own case...

Not long since a dean in one of the most awe-inspiring of American universities pointed out to me that the American A.B. is a bastard degree, without an equivalent in the educational system of any other civilized country, a degree without academic significance, without reason and without excuse. The holder of an American A.B., said this authority, is from the academic point of view nothing in particular, neither educated nor illiterate, neither scholar nor ignoramus... Suppose the American A.B. is a nondescript, a bastard degree, signifying nothing in scholarship. What of it?

The dean would answer excitedly that it indicates that the colleges are not educating American youth. But what of that? Should they be educated?...

Memories of my own college days, observation from the outside of students in half a dozen other institutions, and direct contact with them as a faculty member in a representative American university lead me to the conviction that what the American college student needs—and what he gets—is not primarily education, but civilization.

Perhaps this should come to him in the classroom; but does it? Where are the excitement, the stress and strain, the triumphs and defeats, the thrills, joys, bitterness, and lingering memories—in short, the kick—in a man's college career? In the classroom? Sometimes, perhaps, but not in mine, my lords and gentlemen—as student and as teacher, assuredly not in mine. All the kick lay in what are well and unfavorably known as "student activities." For some it was found on the athletic field, for some in the debating halls, for others in the Glee Club, or the Debating Society, or the frat house, or the student publications, or the fascinating area of campus politics. The coach, not the professor, was the tyrannous but unchallenged master; and all the sad young men on the faculty observed with pain and agitation that students were coached so much and so incessantly that they hadn't time to acquire an education while in college.

But who created this condition? Why, the students, the lads who are putting up the time, the money, and the energy expended

in going to college, aided and abetted by alumini, that is, men who have themselves been to college and ever since have been slowly and painfully acquiring an education.

Now, having been a college professor, I agree fervently with the dictum that a student has no sense. But neither has a bee, yet the hive is a marvel of organized efficiency. The fact that an individual student subordinates classroom work to other things means precisely nothing, but when half a million students do so it means a great deal. If American students as a class are going in for things not prescribed in the catalogue, the chances are that there is a flaw in the catalogue. The condition indicates that the things they need most are not in the catalogue.

And what indeed, are these prescriptions? They are adaptations of the courses of study originated in European, especially English, universities. Basically, they represent the sort of thing required to educate the son of an English gentleman, that is to say, an Englishman who has inherited money. What it takes to make a scholar of an English gentleman's son, that the catalogue has. But it is applied to the education of the sons of American farmers, storekeepers, plumbers, policemen, and street-car conductors, who have not inherited money and have made enough to send their boys to college only by years of intense concentration on their jobs, to the exclusion of purely intellectual interests. Secondary education in every other country in the world—Revolutionary Russia perhaps excepted—has always been and is yet highly selective, restricted to an extremely small class. Only America has undertaken anything resembling mass education in the higher branches.

If America is making something of a mess of it, that need occasion no surprise. The first experiment along any line is likely to be messy. But for my part, I decline to believe that anything of the sort is happening, because I believe that the students are rescuing the colleges in the teeth of the deans, professors, pedagogical associations, and committees on academic standards. I think that the average American youth who goes to college gets something that he needs badly, in spite of the frantic efforts of the faculty to make him take something that he needs less...

But masses of college students come today from homes in which the arts and graces of civilization are at most matters of hearsay; and they are not educable until they have some experience of the matters of which the masters treat in their books. Student activi-

ties, for all their inanity, are to a certain extent a simulacrum of the world of the intellect, and participation in the affairs of this small world prepares the student for assimilation of information touching the great one.

It is unfortunately true that this preparation is not absolutely essential to the reception and retention of information, but only to its assimilation. The colleges are so perniciously efficient that they not infrequently graduate men without first civilizing them. These fill the world and, what is worse, college faculties with doctors of philosophy who are no more educated men than are so many Tennessee legislators, although they are stuffed with fantastic and perfectly useless knowledge.

And so, in spite of the clamor of deans and committees on academic standards, I am at ease in Zion. The boys are all right. They are frivolous and light-minded. They are indolent in the classroom. They make perfect idiots of themselves over football and other imbecile contests. They pay the head coach twice as much money and ten times as much honor as they pay the college president because, being realists, they know the coach is worth the difference. They come out of college woefully ignorant of books. But they get their money's worth, because they come out much more apt than they were when they went in to live like civilized men, and much less apt to join the Ku Klux Klan.

I wish, indeed, that I were quite sure that my days are as profitably employed as theirs.

GERALD W. JOHNSON, *Harpers Magazine*, no. 930

LOCAL AND CHAPTER NOTES

UNIVERSITY OF CALIFORNIA, A PACIFIC COAST INTERNATIONAL HOUSE.—"In behalf of world-wide understanding and peace" John D. Rockefeller, Jr. has given $1,750,000 for the construction of an International House at the University of California. The idea was encouraged by the success of the similar house provided by Mr. Rockefeller in New York several years ago. According to present plans the dormitory will accommodate nearly five hundred students in residence, each with an individual room. In addition there will be social centers where American students may make friends with those from foreign lands. Dining, social, assembly, and committee rooms will be available for both resident and associate members. Part of the building will be reserved for women students. The University of California is attended by six or seven hundred foreign students each year. Last year forty-nine countries were represented.

CORNELL UNIVERSITY, AN HONOR PLAN.—The Cornell University faculty has approved a resolution adopted by the faculty of the College of Arts and Sciences, authorizing the formation of a joint Faculty-Student Committee to determine matters of policy relating to the conduct of examinations, and to dispose of cases of dishonesty and disorder when reported. The resolution reads:

"The faculty and students of the College of Arts and Sciences recommend that all academic work be conducted on the assumption of general honor and good behavior. The presence or absence of members of the faculty at examinations shall in no way modify the obligations of personal honor.

"For the purpose of bringing to the attention of both faculty and students the general policy herein adopted and of considering other related matters of general policy, and for hearing and disposing of cases of dishonesty and disorder in courses conducted by the Arts and Sciences, a joint committee with equal representation of faculty members and students shall be constituted. To this committee, it shall be the duty of the members of the faculty and of members of the student body to report observed cases of fraud and offenses against good order.

"The committee shall consist of twelve members, with the dean as chairman. The six members of the facuty will include the secretary of the college, who will be the secretary of the committee, and

five other members appointed by the dean for three years each in rotating groups of two, two, and one. The student group consists of one sophomore, two juniors, and three seniors, one junior member and one senior to be women. The present College Honor Committee composed of five members, with one sophomore member to be nominated by them with the approval of the dean, will constitute the original student representation on the joint committee."

NEW YORK UNIVERSITY, ART GALLERY.—A gallery for paintings and drawings by contemporary artists will be opened in December. The collection will include works of artists of international reputation and a special effort will be made to recognize talent in European and American newcomers.

UNIVERSITY OF NOTRE DAME, A FACULTY PRIZE.—The Notre Dame Alumni Association will give an annual prize of $500 to the faculty member who, during the year, performs the most meritorious service for the university. The award will be made each year at the commencement exercises. For this purpose a permanent fund of $10,000, over a third of which has already been raised, will be established.

President Walsh explains that the purpose of the donors was "to make the award to a member of our lay faculty who had during the course of the scholastic year given unusual evidence of interest in research, or who had signalized himself by some notable production along literary lines. The prize is open to all members of the lay faculty, irrespective of department, and will be awarded by the administration. The Alumni had in mind something that would stimulate the faculty along research lines, and at the same time draw attention to the fact that, contrary to the usual opinion, the Alumni are interested in other things than athletics."

UNIVERSITY OF WASHINGTON, RESEARCH SOCIETY.—The *Bulletin's* encouragement of research work, particularly in the issues for October 1925, and February-March 1926, prompts me to send brief information of a phase of such work in the University of Washington.

Discussions of the best plan for a local organization to stimulate and encourage research work by members of the faculty led to a request that the President and a committee of Deans select from the Faculty all those who could reach the standard agreed upon. That

standard, deemed at first to be rather severe, was stated as follows: "Men and women shall be eligible as members who have gained reputation for productive scholarship of high quality through ten years of investigation along lines of original research made public in permanent form." The President and Deans on searching the records found only eleven who qualified, out of a Faculty of more than two hundred, rather emphatic evidence of the Faculty's youthfulness at that time.

The eleven thus selected met early in October 1919, and organized the Research Society. It was agreed that meetings should be held once each week throughout the academic year. On only rare occasions have such meetings been omitted through the eight years since organization. New members have been added making a total of twenty at present. At the end of the second year it was decided to add a group of associate members for those who had met the requirements for a period of five years. There are now fifteen such associate members.

During the first year each member, in alphabetical order, reported on the nature of the field in which he was working, some of the problems needing research, and opportunities for cooperating with research work in other fields. Those were survey reports. Since then each member and associate member has been required to report on the results of his research work for the current year.

No line has been drawn between science and the arts. It will be obvious to our colleagues in other institutions that those of us working in the humanities have had difficulty in following the test-tube results of the chemists or the planes, angles, and curves in higher mathematics. However, it is agreed that each such bewildering hour has been stimulating. We have been brought into actual contact with the progress of scholarship.

The programs have been varied by addresses from occasional visitors who were well known research men and by reports from graduate students who were well advanced on their doctoral dissertations. We believe that the work of the Research Society has stimulated our research work and, furthermore, that it has been favorably reflected in the quality of our teaching. We also believe that it has encouraged the work of the younger instructors and the graduate students throughout the university.

EDMOND S. MEANY, President of the Research Society

MEMBERSHIP

MEMBERS ELECTED

The Committee on Admissions announces the election of one hundred and five members, as follows:

Alfred University, A. D. Fraser; **Berea College,** R. T. Wyckoff; **University of Buffalo,** G. W. Pucher; **Carthage College,** Emily C. Pennock; **Central Missouri Teachers College,** Lucy A. Ball, Annie G. Harris, Mayme B. Harwood, Julia Hatz, Pauline A. Humphreys, A. Marie Todd; **University of Chattanooga,** P. L. Palmer; **Colorado College,** Edith C. Bramhall; **Columbia University,** C. C. Williamson; **Dakota Wesleyan University,** E. S. Boyer, Clara Sinclair, J. A. VanKirk; **Drury College,** D. S. Libbey, Arthur Wald; **Duke University,** R. R. Rosborough; **Franklin and Marshall College,** H. M. Fry, A. V. Hiester, C. E. Meyers, H. R. Omwake, W. E. Weisgerber; **Georgia State College for Women,** Clara E. Morris; **Hamline University,** Louise B. More, Miron A. Morrill; **Harvard University,** James P. Baxter, 3rd, J. L. Snider; **Indiana University,** A. R. Addington, W. S. Bittner, Hannah M. Book, W. A. Cogshall, Raymond H. Coon, S. C. Davisson, T. W. Douglas, L. D. Edie, O. P. Field, I. O. Foster, G. A. Howland, Florence B. King, A. C. Kinsey, A. L. Kohlmeier, H. G. Leser, A. B. Leible, D. R. Major, L. J. Mills, M. C. Mills, L. R. Norvelle, Agapito Rey, Axel Skjerne, J. E. Switzer, F. W. Tilden, H. H. Young; **Iowa State College,** Paulus Lange; **University of Louisville,** D. M. Bennett, R. J. Kaufmann; **University of Maryland,** C. O. Appleman, E. C. Auchter, Harry Gwinner, M. S. Kharasch, J. N. G. Nesbit, W. T. L. Talioferro; **Mississippi State College for Women,** H. A. Zinszer; **University of Montana,** Calvin Crumbaker; **University of Nebraska,** F. E. Henzlik, Lulu L. Runge, M. K. Weseen; **College of the City of New York,** W. E. Knickerbocker, G. E. Nelson,; **New York State Teachers College,** Caroline Croasdale; **University of North Carolina,** English Bagby, J. G. Beard, U. T. Holmes, E. K. Kane, E. V. Kyser, C. T. McCormick, F. W. Prouty; **Northwest Missouri State Teachers College,** Mattie Dykes, J. R. Wallin, C. E. Wells; **Ohio State University,** Hayes Yeager; **Pennsylvania State College,** H. H. Arnold, D. S. Mead; **Randolph-Macon Woman's College,** Mabel Davidson; **University of Redlands,** L. E. Nelson; **University of**

Richmond, Isabel Harris, Susan M. Lough, E. F. Saverio; **Rosary College,** Mary Aquinas, Winifred Mary Carmody; **College of St. Catherine's,** S. G. Stoltz; **St. Lawrence University,** J. L. Buys, Else M. Saleski; **St. Stephen's College,** F. R. Flournoy; **South Dakota State College,** W. F. Kumlien; **Swarthmore College,** R. P. Lingle; **Washington State College,** F. W. Clower, H. J. Deutsch, R. O. Hutchinson; **Washington University,** Sherwood Moore, E. H. Wuerpel; **University of Washington,** Eldon Griffin; **University of Wisconsin,** Carl Stephenson; **Wittenberg College,** P. L. Mellenbrush.

NOMINATIONS FOR MEMBERSHIP

The following one hundred and ten nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions[1] and will be considered by the Committee if received before November 15, 1927.

The Committee on Admissions consists of F. A. Saunders, Harvard, *Chairman;* W. C. Allee, Chicago; Florence Bascom, Bryn Mawr; A. L. Bouton, New York; E. S. Brightman, Boston; J. Q. Dealey, Brown; E. C. Hinsdale, Mt. Holyoke; A. L. Keith, South Dakota; G. H. Marx, Stanford.

Margaret Airston (Pharmacy), Southern California
Mengel-Henne Angell (History), Louisville
F. B. Artz (History), Oberlin
H. G. Barbour (Physiology), Louisville
Marvin G. Bauer (English), Washington and Lee
Frederick Berchtold (English), Oregon State
Glenn W. Blaydes (Botany), Ohio Wesleyan
L. I. Bockstahler (Physics), Northwestern
Margaret G. Borthwick (German), Southern California
W. H. Brentlinger (Psychology), Oberlin
James F. Bursch (Education), Oregon State
Helen Brown Burton (Home Economics), Oklahoma
C. D. Burtt (Education), Oberlin
C. P. Cambiaire (Romance Languages), Louisville
E. L. Clark (Psychology), Northwestern
L. E. Cole (Psychology), Oberlin
Milton Conover (Political Science), Yale
W. D. Courtney (Zoology), Oregon State
Carleton Cummings (Music), Lake Forest
Harold Curtis (Mathematics), Lake Forest
Kate Daum (Internal Medicine), Iowa
D. R. Davis (Mathematics), Oregon
Dorothy Day (Botany), Mills
William B. Dominick (Commerce), Washington and Lee
Alfred P. Dorjahn (Classical Languages), Northwestern
Clifford W. Duncan (Chemistry), Oregon State

[1] Nominations should in all cases be presented through the Secretary, H. W. Tyler, 222 Charles River Road, Cambridge, Mass.

Franklin Edgerton (Sanskrit), Yale
Nellie R. Evans (Home Economics), Oklahoma
Boyd R. Ewing (Romance Languages), Washington and Lee
Avard Fairbanks (Fine Arts), Oregon
W. O. Farnsworth (Romance Languages), Northwestern
Charles F. Fraker (Romance Languages), Northwestern
Harry M. Gehman (Mathematics), Yale
F. A. Gilfillan (Pharmacy), Oregon State
Helen M. Gilkey (Botany), Oregon State
Elizabeth H. Gordon (English), Lake Forest
Abner L. Green (Law), Yale
Bess R. Green (Zoology), Oregon State
Ernest H. Hahne (Economics), Northwestern
F. G. Hall (Biology), Duke
Roscoe E. Harris (Physics), Lake Forest
Augustus R. Hatton (Political Science), Northwestern
Harold E. Heimrich (Physiology), Yale
Melville J. Herskovits (Sociology), Northwestern
Clyde M. Hill (Education), Yale
Ira V. Hiscock (Public Health), Yale
George J. Irwin (Romance Languages), Washington and Lee
A. Grace Johnson (Home Economics), Oregon State
Ernest A. Johnson (Economics), Lake Forest
John M. Kierzek (English), Oregon State
Daniel C. Knowlton (Visual Instruction), Yale
G. H. Leverton (Speech), Lake Forest
R. Bruce Lindsay (Physics), Yale
Bruce Lineburg (Biology), Lake Forest
Walter L. Loehwing (Botany), Iowa
Melissa M. Martin (Modern Languages), Oregon State
Thomas R. Mather (English), Boston
L. E. McAllister (Physics), Shorter
W. E. McClure (Psychology), Oklahoma
P. N. MacEachron (Physical Education), Oberlin
Gertrude E. McElfresh (English), Oregon State
Louis W. McKeehan (Physics), Yale
Frank K. Mitchell (English), Duke
Milton N. Nelson (Economics and Sociology), Oregon State
Carl Nicol (Philosophy), Oberlin
Robert A. Osborn (Chemistry), Oregon State

Harriet E. O'Shea (Psychology), Mills
C. H. Owen (German), Oberlin
Ralph D. Owen (Education), Temple
Clyde W. Phelps (Economics), Chattanooga
Lucienne A. Petit (French), Adelphi
Lillian J. Petri (Music), Oregon State
Paul Petri (Music), Oregon State
Ruth L. Phillips (Biology), Adelphi
Mabel Powell (Library), Lake Forest
Mary Martha Purdy (English), Wittenberg
Albert H. Putney (Political Science), American
Thomas W. Ray (Chemistry), Toledo
James B. Rogers (Anatomy), Louisville
Carl P. Rollins (Bibliography), Yale
J. J. Runner (Geology), Iowa
Alfred C. Schmitt (Finance and Administration), Oregon State
Gustav L. Schramm (Political Science), Pittsburgh
Herman A. Scullen (Entomology), Oregon State
James P. Simonds (Pathology), Northwestern
George Sleight (Education), Lake Forest
Alpheus W. Smith (English), Northwestern
John Thomas Stark (Geology), Northwestern
Frederick W. Stewart (Christian Education), Denison
Ellery C. Stowell (International Law), American
Cory Sturgis (Spanish), Oberlin
Anna Butler Sturgis (Classics), Oberlin
Robert E. Summers (Mechanical Engineering), Oregon State
Francis H. Thurber (Chemistry), Oregon State
J. W. Tilton (Education), Yale
Arthur J. Todd (Sociology), Northwestern
E. F. Torgerson (Soils), Oregon State
John Troxell (Economics), Louisville
C. L. Turner (Zoology), Northwestern
Earnest V. Vaughn (History), Oregon State
Fred W. Warburton (Physics), Oklahoma
Jessamine C. Williams (Foods and Nutrition), Oregon State
J. Harold Williams (Education), California at Los Angeles
R. B. Williams (Romance Languages), Lake Forest
S. P. Williams (Philosophy and Psychology), Lake Forest
William F. Windle (Anatomy), Northwestern

Frederick A. Wolf (Botany), Duke
D. A. Worcester (Education and Psychology), Nebraska
John P. Young (Economics), Occidental
Sanford M. Zeller (Botany), Oregon State

BULLETIN

OF

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

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